Appendix A

Standards by Grade and Objective:

Grade 4:

1. Students will be able to name three endangered species and the factors leading to their endangered classification.

Science: Life Science
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
b. *Students know* that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

English-Language Arts: Listening and Speaking Strategies
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
Comprehension
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

2. Students will be able to describe four characteristics of the California condor.

Science: Life Science
2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
b. *Students know* producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

English-Language Arts: Listening and Speaking Strategies
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
Comprehension
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

3. Students will understand the concepts of the following words: endangered species, extinct, threatened, ecosystem, and biodiversity. This will be demonstrated by their ability to orally provide appropriate examples of each.

Science: Life Science
3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
b. *Students know* that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

Grade 4, Objective 3 (cont.):

English-Language Arts: Listening and Speaking Strategies:
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
Comprehension
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

Grade 5:

1. Students will be able to name three endangered species and the factors leading to their endangered classification.

English-Language Arts: Listening and Speaking Strategies:
They [students] evaluate the content of oral communication.
Comprehension
1.1 Ask questions that seek information not already discussed.
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
1.3 Make inferences or draw conclusions based on an oral report.

2. Students will be able to describe four characteristics of the California condor.

English-Language Arts: Listening and Speaking Strategies
They [students] evaluate the content of oral communication.
Comprehension
1.1 Ask questions that seek information not already discussed.
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
1.3 Make inferences or draw conclusions based on an oral report.

3. Students will understand the concepts of the following words: endangered species, extinct, threatened, ecosystem, and biodiversity. This will be demonstrated by their ability to orally provide appropriate examples of each.

English-Language Arts: Listening and Speaking Strategies
They [students] evaluate the content of oral communication.
Comprehension
1.1 Ask questions that seek information not already discussed.
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
1.3 Make inferences or draw conclusions based on an oral report.

Grade 6:

3. Students will understand the concepts of the following words: endangered species, extinct, threatened, ecosystem, and biodiversity. This will be demonstrated by their ability to orally provide appropriate examples of each.

Science: Life Science
5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
b. *Students know* matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

Grade 7:

1. Students will be able to name three endangered species and the factors leading to their endangered classification.

English-Language Arts: Listening and Speaking Strategies:
Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.
Comprehension
1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
1.2 Determine the speaker's attitude toward the subject.
1.3 Respond to persuasive messages with questions, challenges, or affirmations.

2. Students will be able to describe four characteristics of the California condor.

English-Language Arts: Listening and Speaking Strategies
Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.
Comprehension
1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
1.2 Determine the speaker's attitude toward the subject.
1.3 Respond to persuasive messages with questions, challenges, or affirmations.

3. Students will understand the concepts of the following words: endangered species, extinct, threatened, ecosystem, and biodiversity. This will be demonstrated by their ability to orally provide appropriate examples of each.

English-Language Arts: Listening and Speaking Strategies
Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.
Comprehension
1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
1.2 Determine the speaker's attitude toward the subject.
1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Grade 8:

1. Students will be able to name three endangered species and the factors leading to their endangered classification.

English-Language Arts: Listening and Speaking Strategies
They evaluate the content of oral communication.
Comprehension
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

2. Students will be able to describe four characteristics of the California condor.

English-Language Arts: Listening and Speaking Strategies
They evaluate the content of oral communication.
Comprehension
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

3. Students will understand the concepts of the following words: endangered species, extinct, threatened, ecosystem, and biodiversity. This will be demonstrated by their ability to orally provide appropriate examples of each.

English-Language Arts: Listening and Speaking Strategies
They evaluate the content of oral communication.
Comprehension
1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Grades 9 & 10:

1. Students will be able to name three endangered species and the factors leading to their endangered classification.

Science: Ecology
6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
a. *Students know* biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
b. *Students know* how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
c. *Students know* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
e. *Students know* a vital part of an ecosystem is the stability of its producers and decomposers.

English-Language Arts: Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.
Comprehension
1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

2. Students will be able to describe four characteristics of the California condor.

Science: Evolution
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:
d. *Students know* variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

English-Language Arts: Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.
Comprehension
1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

3. Students will understand the concepts of the following words: endangered species, extinct, threatened, ecosystem, and biodiversity. This will be demonstrated by their ability to orally provide appropriate examples of each.

Science: Ecology
6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
a. *Students know* biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
b. *Students know* how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
c. *Students know* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
e. *Students know* a vital part of an ecosystem is the stability of its producers and decomposers.

English-Language Arts: Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.
Comprehension
1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

Grades 11 & 12:

1. Students will be able to name three endangered species and the factors leading to their endangered classification.

Science: Ecology
6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
a. *Students know* biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
b. *Students know* how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
c. *Students know* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
e. *Students know* a vital part of an ecosystem is the stability of its producers and decomposers.

2. Students will be able to describe four characteristics of the California condor.

Science: Evolution
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:
d. *Students know* variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

3. Students will understand the concepts of the following words: endangered species, extinct, threatened, ecosystem, and biodiversity. This will be demonstrated by their ability to orally provide appropriate examples of each.

Science: Ecology
6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
a. *Students know* biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
b. *Students know* how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
c. *Students know* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
e. *Students know* a vital part of an ecosystem is the stability of its producers and decomposers.